**Researching in the**

**21st Century**

**Planning Guide**

Project/Task Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**2009/2010**

**Virginia Beach City Public Schools**

Workshop Goal:

Develop a project or performance task that requires students to research in order to find the information needed to complete the project or prepare for the performance task. The project or performance task should engage students in authentic, meaningful work.

Stage 1: Desired Results

What is the essential question for this project/performance task? *(big idea)*

|  |  |  |
| --- | --- | --- |
| Students will know…  **K** | Students will understand…  **U** | Students will do…  **D** |
|  |  |  |

Note: Since research will be part of this project/task, remember to include the VBCPS Student Technology Proficiencies and Essential Information Literacy Skills.

Stage 2: Assessment Evidence

The G.R.A.S.P.S. tool can be used to develop projects and performance tasks.

**G**oals

* Provide a statement of the task.
* Establish the goal, problem, challenge, or obstacle in the task.

**R**ole

* Define the role of the students in the task.
* State the job of the students for the task.

**A**udience

* Identify the target audience within the context of the scenario.
* Example audiences might include a client or committee.

**S**ituation

* Identify the context in which the students find themselves which will provide them with the opportunity to synthesize the information.

**P**roduct, performance, and purpose

* Clarify what the students will create and why they will create it.

**S**tandards and criteria for success

* Provide students with a clear picture of success.
* Identify specific standards for success.
* Develop a rubric.

Stage 3: Learning Plan

**Resources Needed:**

What information resources will students need to complete the research?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Print | Textbooks | Periodicals | Literature | Reference Books |
| Research Databases | Gale InfoBits | SIRS Discoverer | World Book | Grolier |
| Other Online  Sources | Discovery Streaming | Web Sites |  |  |
| Other  Sources | Electronic Field Trips | Guest speakers | Interviews | Pictures |

What technological resources will students need to complete the research and product/performance task?

|  |  |  |  |
| --- | --- | --- | --- |
| Pixie | Frames | WebBlender | Wiki |
| VoiceThread | Photo Story | Glogster | Blog |
| Clicker | Timeliner XE | Podcast | MovieMaker |
| Notestar | Internet |  |  |

**Procedures:**

|  |  |
| --- | --- |
| **Step 1: Task Definition**  1.1 Define the information problem  1.2 Identify information needed  How much time will you need for this step?  Who is responsible for completing this step with students? | How will you introduce the task to the students? How will you introduce the “hook?” Picture book? Video clip? Puppet?  How will students determine the information needed to complete the task? Will you generate the list of questions for them? Will students generate their own questions? Explain.  Will mini lesson(s) need to be taught on any of the following…Active Listening? Identifying keywords in the assignment? Breaking tasks into smaller parts? Developing questions? |
| **Step 2: Information-Seeking Strategies**  2.1 Determine all possible sources  2.2 Select the best sources  How much time will you need for this step?  Who is responsible for completing this step with students? | How will students determine the best possible sources? Will you generate a list for them? Will students generate their own list? Explain.  Will mini lesson(s) need to be taught on any of the following…Difference in reference sources? Determining the best source? Wikipedia? Website evaluation? |
| **Step 3: Location and Access**  3.1 Locate sources (intellectually and physically)  3.2 Find information within sources  How much time will you need for this step?  Who is responsible for completing this step with students? | How will students locate the sources? How will students locate the information within the source? Explain.  Will mini lesson(s) need to be taught on any of the following…Using the card catalog? Locating materials in the media center? Scanning and skimming? Identifying and using keywords to locate information? Using text aids or features? Utilizing electronic databases? Web searching techniques? |
| **Step 4: Use of Information**  4.1 Engage (e.g., read, hear, view, touch)  4.2 Extract relevant information  How much time will you need for this step?  Who is responsible for completing this step with students? | How will students engage in the source (read, listen, view, touch, etc.)? How will students extract the relevant information from the source? Examples include research buddies, parent volunteer, individually, whole group, etc. Explain.  Will students be given a graphic organizer and/or a system for taking notes, or will they design their own?  Will mini lesson(s) need to be taught on any of the following…Self-monitoring their engagement with the text? Note-taking? Wikis? Paraphrasing vs. quoting? Plagiarism and citing sources? |
| **Step 5: Synthesis**  5.1 Organize from multiple sources  5.2 Present the information  How much time will you need for this step? | How will students organize the information from all their sources into their final product? Will they need assistance from research buddies, parent volunteer, CRS, etc.? Will this be done individually, whole group, small group, etc. Explain.  Who is responsible for completing this step with students?  Will mini lesson(s) need to be taught on any of the following…Organizing information in a logical format based upon the amount and type of information? Using software and digital tools? Public speaking? Creating a simple bibliography? |
| **Step 6: Evaluation**  6.1 Judge the product (effectiveness)  6.2 Judge the process (efficiency)  How much time will you need for this step?  Who is responsible for completing this step with students? | How will students evaluate the product and the process (i.e., written reflections, checklist, rubrics, peer evaluations)?  Will mini lesson(s) need to be taught on any of the following…Self-evaluation (see figure 12.2 on pg. 140)? Peer evaluation? |

**Other Planning Considerations:**

Differentiation:

* By Readiness
* By Interest
* By Learning Profile

Pre-assessment

Other Formative Evidence (formative assessments):

**Map out the time frame for your project.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** |  |  |  |  |  |
| **Week 2** |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |
| **Week 4** |  |  |  |  |  |
| **Week 5** |  |  |  |  |  |
| **Week 6** |  |  |  |  |  |

**Planning Checklist:**

The following documents should be completed before the project is implemented. Please post as many of these documents as possible to your school’s folder on the GRT-LMS-CT 2009 Workshop SharePoint site: <http://studentportal.vbschools.com/sites/ETT/2009workshop/default.aspx>

🞏 planning guide

🞏 rubric for teacher to use to assess project/task

🞏 a timeline for the completion of the project/performance task

🞏 checklist for students who need scaffolding (if needed)

🞏 graphic organizer for students to use for the collection of information (if needed)

🞏 a list of resources (books, websites, outside resources, etc.) for students to use (if

needed)

🞏 sample student product (if time allows)